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ABSTRACT

The Regional Interstate Planning Project (RIPP) is composed of representatives from ten state departments of education who meet periodically to discuss topical educational issues of general concern. RIPP member states include Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. This particular booklet reports on a RIPP seminar on the role of state departments of education in international community education, which was held April 1-3, 1975 in El Paso, Texas. The report consists mainly of edited transcripts of various presentations made at the seminar. Titles of the presentations include: "Present and Future Challenges in Education: The International Dimension," "The Role of State Departments in International Community Education," "International Education in Utah," "The International Dimension in a Unitary Education System," "Cooperation Among Provinces and Territories of Canada," "The Environment of an Elected State Superintendent," "International Education in USOE," "Community Education in Arizona," "The Need for a Community Education Strategy," "Implementing Utah's Position on Community/International Education," "The Grass Roots Level in Community Education," "The Texas Approach to Community Education," and "Resistance to Community Education in Oklahoma." (JG)

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REGIONAL INTERSTATE PLANNING PROJECT PROGRAM . . .

VOL. III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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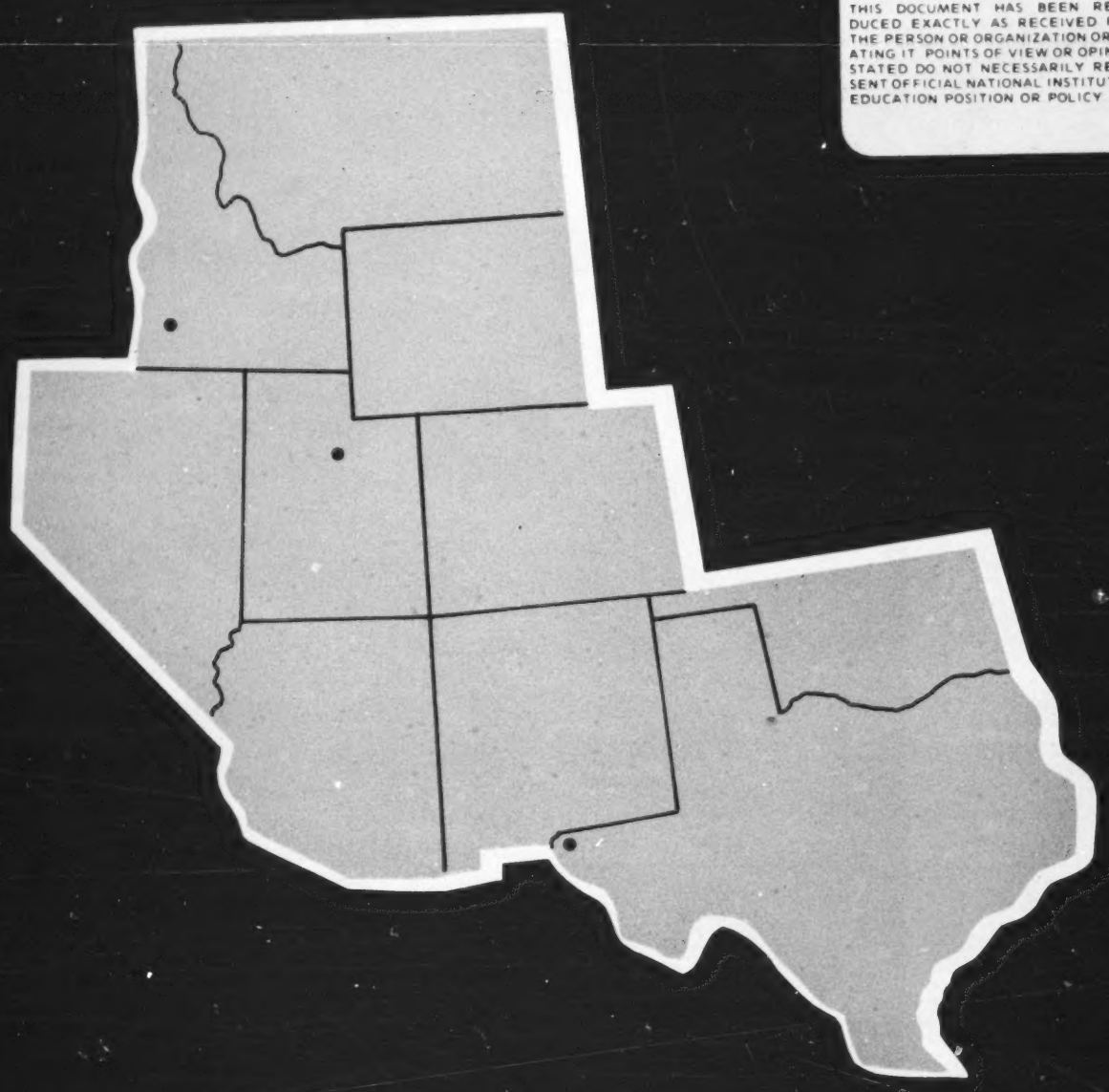

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REGIONAL INTERSTATE PLANNING PROJECT

EL PASO, TEXAS

April 1, 2, 3, 1975

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FOREWORD

The Rocky Mountain Regional Interstate Planning Project (R.I.P.P.) is proud to have been part of the Second International Community Education Conference. The material presented in this publication deals with the "Role of State Departments of Education in the World Community." The objectives we set out to achieve are as follows:

1. To develop an awareness of the current status of International Education.

2. To develop an understanding of the goals for the International Community Education movement.

3. To investigate the various roles of participants in the International Community Education movement.

4. To place into proper context the implications of the International Education movement for the public schools of the states within the region.

To assist us in accomplishing these objectives we had a roster of presentors and participants from around the world. For three days we met--one day in Las Cruces, New Mexico, a day in Juarez, Mexico, and then back across the border to El Paso, Texas for the concluding day. It was an exciting and enriching experience for all of us. An opportunity to join with educators from other nations to discuss the world community and expand Community Education.

Dr. Obadiah Harris, Director, Center of Community Education, New Mexico State University, related to our role as participants with these statements:

> "In order to expand the parameters of Community Education and fulfill its latent potentials for mankind, more comprehensive human-community resource development techniques must be brought together and synthesized and freely shared by concerned and caring individuals on interrelated disciplines, representative of modern man and the emerging world community. For this purpose, the International Association of Community Educators was born and by this continuous process it should be sustained.
>
> Recognizing that the major problems of our times transcend national boundaries and that many countries are working effectively in their own fields with their own programs, some of which remain virtually unknown, it seems urgent to bring these programs, methods and techniques together for the free interchange of ideas which may have benefit for all."

I want to thank Dr. Kenneth Hansen, Nevada Superintendent of Public Instruction and R.I.P.P. Policy Board Chairman, for his role in chairing the panel on the Role of State Departments in the World Community; to Dr. Walter D. Talbot, Superintendent of Public Instruction, Utah, for his position statement on the Role of State Departments of Education in International Community Education; to Dr. Martin Essex, Chairman of

the National Advisory Council for Community Education; to Carolyn Warner, State Superintendent of Public Instruction, Arizona. A special thanks to our host, Superintendent Leonard J. Delayo of New Mexico; R.I.P.P. Coordinator Ted Sanders; Dr. Obadiah Harris and to the other State Coordinators for their assistance in many ways.

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INTRODUCTION

The Regional Interstate Planning Project participants meet periodically at conferences sponsored by ten state departments of education to discuss new or topical issues of general concern. The most recent meeting was held April 1 - 3, 1975 in Las Cruces, New Mexico; Juarez, Mexico; and El Paso, Texas to discuss an increasingly significant aspect of education: international education.

The R.I.P.P. Conferences are financed with funds provided under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title V, Section 505 as amended. The project is administered by the Nevada State Department of Education under the supervision of Dr. Kenneth H. Hansen who serves as Chairman of the Policy Board. Other cooperating state departments of education are Arizona, Colorado, Idaho, Montana, New Mexico, Oklahoma, Texas, Utah, and Wyoming.

During the process of transcribing, editing, and compiling the R.I.P.P. proceedings, the editors have sought to keep the material both brief and informative. The resulting report is, hopefully, a useful record of many thoughtful discussions.

Dr. Jake Huber, Co-Editor
Dr. Evalyn Dearmin, Co-Editor
Research and Educational Planning Center
College of Education
University of Nevada, Reno
Reno, Nevada

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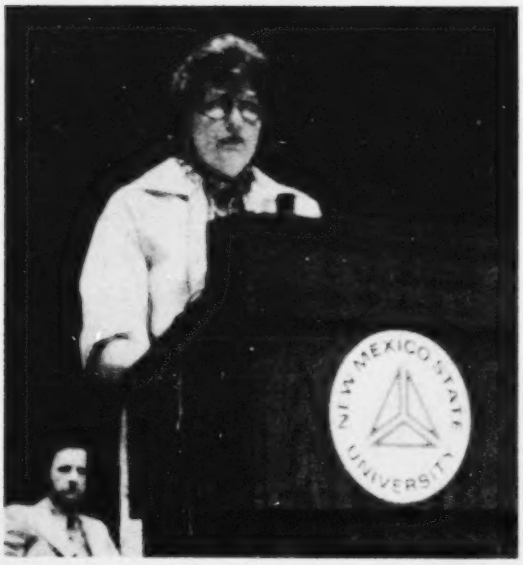

Virginia Trotter
Asst. Secty. for Education, USA
"Keynote Speaker"

Walter Talbot (Utah)
Superintendent of Public
Instruction

Opening session at the
Pan-American Center,
New Mexico State University
←

Harold Rehmer (Montana)
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and Walter Talbot (Utah)
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←

William H. Martin, U.S.O.E.
"chairing a session"

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PRESENT AND FUTURE CHALLENGES IN EDUCATION: THE INTERNATIONAL DIMENSION

by

Virginia Y. Trotter
Assistant Secretary for Education
Department of Health, Education, and Welfare

I am delighted to be here today to participate in this Second International Community Education Conference. We live in a moment when the question of who do you educate--for what--and how--is absolutely essential to answer. We have paid so much attention to the problems of educational institutions that we sometimes forget about the content of education.

I believe the fundamental purpose of education is to create knowledgeable people, and the question is what kind of knowledge. We as educators need to have some sort of an image of what the world is all about, and what the world is going to be like, in order for us to produce an image of the kind of values which will be appropriate for the world ahead.

Need for a Different Image

Stanford Research Institute just completed a study on the need for a drastically changed image. They cite, for example, the view that human progress means economic growth, a notion that is now challenged by an awakening to the limits of material growth. Another assumption which considers mankind to be separate from nature the Stanford teams found totally inadequate and outmoded. It is even possible that recognition of our environmental interdependence can give us a sense of community, of belonging--and living together. Our links of history, our sense of shared culture and achievement, our tradition, and our faiths are precious and can enrich the world. If this vision of unity, which is not a vision only but an inescapable scientific fact, can become part of the common insight, we may find that beyond all our diversity we can achieve just enough unity of purpose to build a human world. And as in all social crises of the past, the American people are turning to education for solutions.

The Interdependence of Institutions and Communities

With the problems of inflation, energy shortages and unemployment, I feel that our greatest challenge is not only to maintain but improve the quality of education while managing to cope with our financial problems. At a time when education is so heavily burdened with problems of the spirit as well as the purse, it is time to recognize that we are all in it together--that the educational destinies of the student, teacher, administrator, institution (State and Federal) are all the same. We are all interrelated in today's economy on a national and international scale. This interdependence is not only a necessity but could give us a sense of community and unity, of sharing and caring about each other as individuals, as a country, and as a world.

That is why I feel your theme is so particularly important. If we want educators with a large and generous view of the world who are prepared to understand it and

act in it, we must give ourselves a chance to experience the world at first-hand, or as close to first-hand as is humanly possible to arrange.

We must find ways to breathe new meaning into work to make it an urgent and vital part of life. This is what the President envisions--to restore pride in what we do and how we do it. Quality is, after all, an integral part of productivity. The President desires to bring together educators, young people, business and labor, to learn about each other's needs and desires, so that the world of work and education will be linked.

Future Challenges

The most important fact is that students who are going to be working in industry, education, and labor in the year 2000 are already on the scene. Therefore, I encourage you to think about the next 25 years and of the students who will be making the difference in the year 2000. We here in this room can make a difference in the way people are educated, recruited, and motivated. How we will do this will influence the kind of reactions and quality of decisions these people will bring to the problems of the next century. Certainly in working together we can develop better ways of categorizing sources of funds, delivery channels, and uses of funds to assure a better connection between the application of resources and the achievement of specific educational and social objectives.

Our immediate options for the future have never been more narrow, but also have never been so open. I believe that crises are practically always a source of enrichment and renewal because they encourage the search for new solutions and it's time we begin to educate our 21st century Americans to a global world.

Rene Dubos, the renowned microbiologist, a scientific humanist, a man who has great faith in our ability to cope, said:

> *Our ancestors' lives were sustained by physical work and direct associations with human beings. We receive our livelihood in the form of anonymously computerized paper documents that we exchange for food, clothing or gadgets. We have learned to enjoy stress instead of peace, excitement in lieu of rest, and to extract from the confusion of day-to-day life a small core of exhilarating experiences. I doubt that mankind can tolerate our absurd way of life much longer without losing what is best in humanness. Man will either choose a new society or a new society will abolish him; this means in practice that we shall have to change our technological environment or it will change us.*

Our educational institutions cannot of themselves reinvent a new and better community, but they can, with your help, develop a world community of thoughtful young citizens who understand that doomsday is possible, and that we need a new sense of commitment to something very old--to a sense of value, truth, beauty, love, faith, and justice.

Alvin Eurich reflects the theme of your conference perfectly in these words:

> *We cannot tolerate another generation that knows so much about preserving and destroying life, but so little about enhancing it. We cannot permit our children to come into their maturity as masters of the atom and of the gene, but ignorant and barbarous about the ways of the human mind and heart.*

The Role of the Federal Government

My whole life has been in the educational world. In the last eight months, with so much traveling, speaking before so many different institutions and educational associations, I realize that the image of the Federal government is that of a gigantic bureaucracy--which it is--but more than that the people see the image of a King Midas, a computer making money and spending money with very little sensitivity to the needs of the individual student, the community, the States, and the institutions. It is true that the Federal government is a gigantic bureaucracy of budgets and management, but it is much more than that. It is people--sensitive, concerned, creative people--trying to do the best they can to realize the goal in education: to meet our needs as individuals and as a society, which is everyone's goal.

I believe that one of the most challenging aspects in the conception of creative management is how to make the huge institutions we have developed--whose decisions affect our lives--open, accessible, accountable, and responsive to our needs. If we can meet more frequently and easily with one another, if ideas are encouraged from all levels, then I believe we all can gain from the shared insights, experiences, and different points of view. It is interesting that the Carnegie Commission in its final report in Priorities for Action suggested that governance of higher education is more a matter of how good decisions can be made than it is one of any single clear principle to be followed. And it is for these reasons and many more, a growing number of people in higher education have come to believe that we cannot simply go on doing things as they have been done before. We are in a period which on the one hand provides more resources than ever before and on the other indicates there are limits on how much can be made available. Higher education must cope with the discipline of choice because no post-secondary institution, now or in the future, can hope to have the resources needed to do everything well.

What the Federal government can and should do to help is now under intensive review in Washington. We are discussing with Congress what changes are needed in the higher education legislation. In the coming weeks and months, we will be making specific proposals. Our highest priority, as I am sure you know, is to strengthen the funding and operation of student assistance programs so that no student is denied the opportunity to secure a post-secondary education for lack of money.

What are the conditions necessary for effective education? How can the Federal government encourage and sustain these conditions without stifling initiative in the educational process? How can we balance and harmonize the forces that are always shifting, as both the organization of education and the demands of society change?

Meeting the Needs of a Changing Clientele

Diversity in post-secondary education is a high priority. The student population itself continues to become more and more varied. Homemakers, senior citizens, executives returning to school--all demand different types of learning experiences. Many students now want more career-oriented education and many want more comprehensive community resource development to promote greater understanding of the interdependence of cultures as well as appreciation of differences. It is our responsibility to meet these needs.

Therefore, I believe that we need a creative approach in management. We need better ways to educate a new set of students because today there are actually more students to be served including workers who have leisure time, executives who need new skills, people who change careers. We need a new flexibility and an open system of education with increased opportunity for people to participate in any program at any level at which they are capable of performing.

On the quality of our education rests the possibility of our achievements. That is why both education and the institutions need to be re-defined, so that they may become instruments through which the influence of persons may act to secure the evaluation of spirit and the quality of life.

O. Meredith Wilson writes:

> *A review of our shifting priorities should not lead us to believe we were once concerned about excellence but no longer, nor that the gifted student was once a special concern but now we have time only for the disadvantaged. We must have time for them all, because they are all mankind--all capable of dignity, but each still short of self-fulfillment. And with that, our persisting priority is uncovered. It is the cultivation and perfection of individual men.*

At this point, I would like to add "women." Because if there is a real shortage in our society, it is in the utilization of talented women. At a recent conference in Washington on the Advancement of Women in Industry, it was demonstrated that the difficulty in increasing women's participation in management and in top decision-making posts results from the limited number of women who aspire to management careers. The whole question of career aspiration is a complex one, but we are doing a great deal of research to analyze factors associated with early environmental, educational, and cultural influences. Helping work-oriented, educated women broaden their professional horizons is a long-range task requiring changes both in the school situation, in opportunities, and in the individual's values and priorities. This is not a problem peculiar to this country, but one existing in all countries.

Priorities of the U. S. Office of Education

In addition to the initiatives I have talked about, I'd like to mention a particular concern of mine. That is the National Institute of Education, an important priority of the Education Division. I strongly believe that NIE must be funded at a level that is operable and stabilized. Educational research and development is a necessity if we are to have the most effective and cost-effective educational system possible. The institute is involved in working with other countries on international problems. This means the development of data that will give viable alternatives for educational change within the framework of the world as well as the national community. As you know, the Office of Education has had a long history of international education, and we hope to place even greater emphasis on this aspect of our programs.

As a result of the Educational Amendment of 1974, the National Center for Education Statistics is a direct responsibility of my office. I hope to make it able to furnish data to large segments of our population who require these kinds of statistics.

It is essential to find new ways to make technology work for us, but it is still the human equation which matters most. In the equation of machines and methods, both are really worthless, until men and women, the priceless catalytic agent of change, are added. The Center is cooperating with international programs that will help make all data more meaningful.

Renewal of the Spiritual Resources

The prospects for the future are exciting. Through research, ways are being worked out to help average students learn whatever is needed of present-day subject matter in a third or less of the present time. Ways are being worked out to provide a new apprenticeship for living, appropriate to a technological age of constant change. Education in a new and greatly broadened sense can become a life-long pursuit for everyone. To go on learning, to go on sharing that learning with others may well be considered a purpose worthy of mankind's ever-expanding capacities--and that is the kind of forum this conference provides.

I am convinced that the time has come when we are talking about renewed hopes and ethics and spiritual resources among our citizens, our institutions, and in our communities at home and abroad.

The search for global unity in all spheres of human life must now begin in earnest, but first it must begin with each of us here today. There has never been a time in the world when we have had more to bring to our problems. We have the technology--we have the brainpower--we have the manpower--and we have the woman power.

We speak of pioneering as a thing of the past, and we sometimes think of ourselves as living in a world which has no longer any unexplored frontiers. But in doing so we forget the greatest adventure of all, the adventure of the human mind; and in the world of ideas, there is always pioneering to be done. Nothing about life is more precious than knowing that we can define our own purpose and shape our own destiny.

All of us--educators, administrators, humanitarians, people in government and business--must stake out a role in the forefront of the world's concern for the intellectual, aesthetic, and spiritual dimensions of life. We must put our energies to work on the most magnificent project of all time--creating a human environment congenial not just to the physical presence but also to the human spirit.

I congratulate you on your vision and scope in the planning of your deliberation and conclude with the words of the famous poet, Archibald Macleish:

To see the earth as it truly is--
small and blue and beautiful--
in that eternal silence--
where it floats--
is to see ourselves--
as riders on the earth together.

THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN INTERNATIONAL COMMUNITY EDUCATION

by

Walter D. Talbot
State Superintendent of Public Instruction
Utah State Board of Education

Reconciling Unity with Diversity

To begin my address, I want to borrow from the position paper proposed by the International Association of Community Educators which was printed in the advance copy of the program. The notion of linking community education and international education intrigues me and I believe the framers of that paper have done an excellent job of fusing the two. I quote:

> *If civilization is to survive and further evolve, it must develop the will for sharing more fully the constructive benefits of scientific and creative exploration, and education must also become integral in nature and international in dimension. The uniting of enlightened community educators of the world offers a realistic hope for some evolutionary advance toward the emergence of collective thinking and a consequent lift in the consciousness of the race more capable of reconciling unity with diversity and continuity with change.*

Utah has an intense interest in both community education and international education. For a moment I want to give you an interesting aspect of Utah culture which has a bearing on the topic of community education and international education. First, Utah has a close-knit society with a majority of the people maintaining a common social and religious base. Our communities are small and reflect individuality. We believe that the schools belong to the people and the people believe that too. When we speak of the public schools we're not afraid of attaching an apostrophe "s" to the word "public" to reflect that the schools are the public's schools. But, strangely, while we have a common base we are unusually cosmopolitan. In a recent compliance report to the Office of Civil Rights on bilingual/bicultural education, we discovered that there are 24 different foreign languages which constitute the only language spoken in homes in Utah from which our students come; an additional 41 languages are spoken in other homes most of the time; and 43 different languages are spoken equally with English in many others. So, Utah is a state which has already had to address the principle of "reconciling unity with diversity and continuity with change."

But we are stronger for it and as we develop further in community education and international education we'll learn the great lessons needed to move us into prominence in both fields. The challenge is to develop our programs so that we can orchestrate the whole and link the various programs together for the benefit of our people. Until now we have been able to hear the individual notes but have failed to detect the melody. We've got to do better, and we're going to do better.

If we are to fully achieve an international brotherhood and reconcile unity with diversity and continuity with change we need to observe several principles:

1. We need to be men among men rather than American among Chinese or other races or nationalities, white among black, or have's among have-not's.

2. We need to understand that the learning of culture is much more than learning a language.

3. We need to come to know that with understanding comes better relations.

4. We need to explode myths such as the spiritual and humanistic qualities of Asia versus the materialistic views of capitalist nations. Both cultures are made up of people and qualities overlap.

5. We need to do less for people and more with them.

6. We need to make the statement "all men are brothers" a declaration of commitment which recognizes that brothers differ and in differences there are inherent strengths.

7. We need to know that thought is barren unless it has a relationship to action. We know many things; but we must develop serious empathy and feeling for people. We need to emphasize the posture of loving and using things rather than loving people and using things.

8. We need to accept the fact that tradition dies a hard death; indeed when people change they do so only for a good reason.

9. We need to provide a balance between a pragmatic education--which might be characterized as the most popular subject for the most lucrative job--with the ideals of education, which provide for the beauty of character and for community leadership and service.

10. We need to emphasize the benefits of self-reliance where people may be less dependent upon outside influences. At a time when whatever happens in any nation may affect the entire world, self-reliance is a most difficult concept but a most essential principle; for in self-reliance people and nations are less subject to inflation, changes in government, and economic hardship. Yet, at the same time we need to develop a spirit of cooperativeness--a oneness--where brotherly love prevails.

Dr. Alvin Leiper's Theoretical Town

A number of years ago, Dr. Alvin Leipers conceived of an intriguing way to envision the world in a more logical perspective. He devised what he called a theoretical town of 1,000 people. He said that by capsuling the world's population of 3,000,000,000 people into a theoretical town of 1,000, various relations are more readily understood. It helps me to identify myself in a tremendously large world. As someone has said, "I have measured myself by myself and have said how tall--by some other measure I would have been small, and by eternity's rod I scarce would be here at all."

Dr. Leipers' analysis was framed in a way that the people of the United States could make basic comparisons more readily. Of the theoretical town of 1,000, 60 would be Americans; 940 would be the remainder of the world. Some of the figures of his other comparisons are now outdated, but their meaning may still be very real:

*330 would be classified as Christian; 670 would not.

* 80 would be practicing Communists; 370 would be under Communist domination.

*303 would be white; 697 would be non-white.

*The 60 Americans would have an average life expectancy of 70 years; the 940 others would average less than 40 years.

*The 60 Americans would have an average of 15 times as many possessions per person as all the rest of the people. The Americans would produce 16 percent of the town's food supply. Although they would eat 72 percent above the maximum food requirement, they would either eat most of what they produce, or store it for future use at enormous cost.

*Since most of the 940 non-Americans in the town would be hungry most of the time, it could lead to some ill feeling toward the 60 Americans who would appear to be enormously rich and fed to the point of sheer disbelief by the great majority of townspeople. The Americans would also have a disproportionate share of electric power, coal, fuel, steel, and general equipment.

*Of the 940 non-Americans

3 would die of leprosy
85 would die of schistosomiasis
300 would die of malaria
45 would die of cholera, typhus, and other infections
156 would die of starvation and malnutrition

None of the 60 Americans would ever get these diseases nor would ever be worried about them; few would have any concern for starvation or malnutrition.

*The 60 Americans would each be spending $87.00 per year on liquor and tobacco but less than $20.00 for the drugs needed for the finest medical care in the world.

*The 60 Americans (just a little over six percent of the town's population) would consume 60 percent of the world's goods.

Realizing that I am not speaking to solely an American audience, I emphasize the basic meaning of Dr. Leipers' town. Is it any wonder that we need more to be men among men rather than to be identified in such a way as to create barriers between us--between nation and nation and people and people. Is it also any wonder why international cooperation and greater self-reliance are essential. When there is so much misunderstanding and suspicion among us, when our world perpetuates idealistic as well as economic and social barriers, how can we hope to be one people but through education.

Foundations of Community Education

I have so much faith in an education system which has as its base the needs of the people, which I judge community education to be. As we contemplate our

world today, the classic statement of H. G. Wells that "History becomes more and more a race between education and catastrophe" should take on greater meaning. How does education go about winning that race? What kind of education must the world have so that catastrophe may be avoided? How do we provide the kind of education that is needed?

There are, of course, no simple answers to such complex questions. As I contemplate my own position in community education, I think I've come from a position of cocksure ignorance to one of thoughtful uncertainty. But, if we begin with some basic assumptions, we would conclude that community education has a great potential for success in overcoming the world's problems. Those assumptions, which provide the foundation of community education, are:

1. Conceptualization must precede organization, and objectives to be met must precede the program to meet those objectives.

2. Good community education programs must reflect the variation in needs and aspirations in and among communities and are limited only by the creativeness and inventiveness of the people who plan and develop programs and their ability to optimize the use of community resources.

3. Education serves best when it is based upon identified need and when learning experiences are derived from a base understood by the student.

4. Instruction is best when it is based on rational principles rather than on personal preferences and prejudices.

5. Community education is a concept, not a program; it is a process, not a product. Community education is the process which precedes the activity that occurs at the community school or elsewhere in the community. What happens in the school is education. That which precedes programs at the school to meet problems is community education.

6. Community education is the process by which we engage the public in determining the role the schools shall play in solving individual and community problems. The action word in that context is "determining" not "engaging;" for it would be possible to engage the public and do nothing purposeful and useful.

Relationship of Schools to Communities

Despite my repeated reference to the schools in the concept of community education, I do not want to give the impression that community education is school-based; indeed it is not. It is community-based.

In speaking of education, one would be foolish to suggest that all education belongs to the school. I am reminded of a statement by the noted historian, Henry Steele Commager, when he said:

> *As we interpret society in terms of education, so we can describe education in terms of society or community. For it is, after all, the community which performs the major job of education, not the schools; performs them through a hundred miscellaneous institutions from family to farm, from government to playing field, from churches to labor unions, from newspapers and journals to comics and radio and, above all, television.*

But if the schools serve their destiny and purpose, they can be the catalyst and provide the leadership necessary to inseparably link the schools to the community. It may seem ironic that community education had its beginning in the schools, yet the community holds in its hands the future of the schools. To put the relationship in perspective: what the heart is to the body, the schools should be to the community; community education should serve that same role in the lives of the people and in the community itself.

Thus community education holds the key to the growth and stability of the people in every community and in every nation. What every wise and prudent parent wants for his children, every community should want for its people. My experience in international education convinces me that every parent desires the highest advantages for their children. It is my conviction that the processes of community education and what results from the application of those processes will inevitably give to the people the highest advantages in living, here or around the world.

The Role of State Education Agencies

Borrowing from some of the basic assumptions I listed earlier, I would conclude that the first step of the State education agency is to conceptualize what is meant by the term "International Community Education" and put it into a proper frame of reference in its relationship to the total educational scene. Even community education, either as a concept or program, does not have a universally accepted definition. When the international dimension is added, there may be greater confusion.

In my own mind, I am at the seventh level featured in Jack Minzey's community education model--"involvement of the community in the school and of the school in its community." I shall discuss community education from that vantage point. Community education is a vehicle by which programs serving the needs of the people in the community may be brought to those people.

The SEA has a three-fold function and a single mission. Its role is to provide leadership, service, and evaluation; its mission is to provide education. Of course, the SEA does not do that single-handedly. Indeed, it relies upon the people. Therefore, we need to carefully examine the purposes of the SEA and how it performs its function among the State and local agencies responsible for education.

Leadership by the SEA means it shall provide options and alternatives to local agencies so they may better choose means of meeting the needs of the people they serve. The SEA is not generally an operating agency. It finds its function in facilitating the operation of local programs. Assuring local education agencies of options and alternatives which permit them to exercise local initiative is important.

Service means giving assistance to local education agencies in meeting goals and objectives which they set. Assisting them in making certain those goals and objectives are community-based is also important. Local communities must also have the vision to work with other communities in providing linkages which give the people better service. Local education agencies must gain a greater statewide perspective just as nations must look to the world.

Evaluation as a function of the SEA is linked to its "control" function. Control means setting standards and evaluating the way in which local programs meet those standards. The progress and degree of effectiveness of programs must be continually assessed against standards set by the SEA.

The United States is unique in that it does not have a national system of public education. There is, however, a loose federal system. That is, each state has its own system and the composite of those systems makes up the "nation's system of education." The balance of power between the states and the federal government is the essence of the federal system. In that system we cannot deny the importance of national action but we believe that states must be in a position to influence and modify that action--to adapt it to local conditions. At the same time, educators at the local level--in the local education agency--cannot deny the importance of state action but they also must be in a position to influence and modify that action. Said in a different way, education will be best when it is responsive to the people it serves; therefore, appropriate decisions have to be made at all levels. Flexibility and the ability to move where the pressures are greatest--where the needs are evident--are essential qualities of the American public schools. Proper relationships, well understood, are important to us.

I suspect that all of us at the local, state, and federal levels have to understand that we operate on a stage upon which we are not the sole actors. We are constantly in danger of being upstaged but if we drop out of the cast the play will be the worse for it. We all have a part to play and we have to recognize that others do also. How best to manage those relationships appears to be a task each of us will have to undertake.

Such a thought is doubly important as we embark on a program of international-community education. If the SEA is to assume its proper role in that program, it has to analyze carefully its place in the overall scheme of things. As society changes, a corresponding change must take place in the organizational and functional aspects of the SEA, if it is going to continue to be a relevant part of the education system. The modern SEA has assumed such imaginative tasks as taking responsibility for educating all citizens of the state, designing programs for the future, managing an enterprise which is growing rapidly, developing curricula in such a way as to guarantee learning, advancing educational improvement, and a host of other important tasks.

The SEA's help to conceptualize, to organize, to stimulate and motivate, to provide financing, and perform other tasks which are their prime responsibility, but I perceive that an emerging role--and one which provides optimal potential--is that of staff development. If we are to get anywhere on any program--and certainly international community education is no exception--we've got to have well-trained staff. No program is self-initiating. It takes people to move it and those people have to conceptualize, organize, and agonize if things are to get done. The SEA must take the leadership to provide a coordinated pre-service and in-service training program to avoid waste of talent and resources.

But such staff development may also prove to be wasteful if we lose contact with the community. It is in this spirit that I embrace community education as a concept. Again, bear in mind that my brand of community education calls for engaging the public in determining the role the schools shall play in solving individual and community problems.

The greatest obstacle to overcome in any education program can be summed up in one word: people. The greatest reinforcement of any education program can also

be summed up in one word: people. The people whom education is to serve are the pivot upon which success or failure turns. Education's greatest ally is the people. Community education should provide us the means of returning the schools to the people and of turning the hearts of the people to their schools, whether on a local, state, national, or international level.

The SEA can also provide a great service to the local education agencies through the adoption of clear and concise position papers, plus guidelines which LEA's may utilize in formulating their own purposes and programs. Utah has adopted a position statement on community education and on international education. But writing and adopting such position statements are not enough if new directions are to emerge from such effort. There also has to be a dissemination device. Lack of information about good ideas and practices is one of the great problems with which an SEA must deal in building a statewide system of education.

A method which seems to hold some promise in seeing that the meat of position statements is disseminated is currently being employed in Utah and could well become a model in SEA-LEA relationships in our State. As an example, we recently adopted a position paper on adult education. We then made the position paper a focal point in a Statewide conference for school administrators. A slide-sound story was made on the paper and shown to all administrators. The conference theme will now be carried into regions of the State as a follow-up. This will permit us to have a smaller number in attendance which will facilitate a closer working arrangement. Individual LEA's will make plans for implementation at the conference and our own staff will devise a schedule of activities for implementation of the concepts and practices contained in the paper.

The paper was also sent to the president of each local board of education and to each superintendent of schools with the request that the paper be made an item on the board agenda for full discussion and planning for implementation where practicable. We believe this to be a case-in-point in exercising leadership. Such a follow-up activity should provide a means of effecting better relationships and of understanding the role of the SEA and LEA in these matters.

Now, I have not stated all that needs to be said about community education or international education, but I do want to say that I am intrigued with the idea of linking them together. I am committed to community education and to international education and I see a value in expanding the concept and scope of community education to the international scene. The prospects are bright, I believe, that the principles and concepts found in community education can work wonders in reconciling unity with diversity and continuity with change.

INTERNATIONAL EDUCATION RECEIVES HIGH PRIORITY IN UTAH

by

Avard A. Rigby
Administrator, Division of Adult Education and Training
Utah State Board of Education
and
Chairman of the Committee which drafted
the Position Paper on International Education

Periodically during recent years, the Utah State Board of Education has taken a position on critical issues in the public schools and has adopted a paper defining that position. These position papers have been distributed to each superintendent of schools and board president in Utah's school districts with the request that each paper be discussed by members of the board and their executive staff and recommendations implemented when such action is appropriate.

The development and dissemination of these position papers evolved concurrently with the State Board's planned efforts to redesign its organizational structure for the purpose of encouraging greater attention to the individual recipients of its services, while at the same time improving staff effectiveness and facilitating coordination within the Agency. The strategy included the identification of priority educational problems and allocating personnel and financial resources for their solution.

Educational priorities reflected in the position papers were identified through a comprehensive statewide "needs assessment." First, concerns were identified; then, concerns were analyzed to determine which ones were valid needs; and finally priority was placed on those needs that were validated.

It was within this climate, and the process described previously, that a Position Paper on International Education was developed by a representative State Education Agency Committee, approved by the Agency's Administrative and Planning Council, and subsequently adopted by the Utah State Board of Education. This position paper has been articulated and illustrated in a 17-minute slide-sound presentation.

Introduction to Slide-Sound Presentation

Few terms have been used more widely and disparately in recent years than "International Education," and few concepts reflect as much significance for today's education and tomorrow's citizens.

No one can accurately predict the world situation for the next generation. Developments during the last 25 years, particularly the independence movements in Africa and Asia, have made it evident that the curriculum in American public schools has not been preparing students adequately for the world in which they now live. Planned programs of International Education must be developed and implemented to meet this deficiency. Such programs should be designed to serve at least four specific purposes:

1. To extend the student's awareness of the world to include the traditions and current problems of those peoples who are entering more and more directly into our lives.

2. To foster attitudes which will permit students to look as objectively as possible at people whose customs and mores differ sharply from theirs without submerging their own values.

3. To provide, by the presentation of contrasting ways of life, some insight into the nature of culture itself.

4. By all this, to gain a better understanding of American Society by seeing it in a larger perspective.

In its publication entitled American Education in a Revolutionary World: The Role of the States, the U. S. National Commission for UNESCO states in part:

> To the degree that states are committed to strengthening education in general, endeavors to strengthen opportunities and resources for the study of other peoples and cultures merit state support and encouragement--for knowledge and realistic understanding of the world in which we live is one of the central purposes of formal education. In the hierarchy of educational goals, these opportunities and resources furthermore, should have equal priority with science, mathematics, and other fields.

Is an educational system basically designed to make an international population American suitable for a world in which our very survival may rest upon our capacities to make an American population international? This is our challenge as we confront the issue of making international education an integral part of the educational experience for all future Americans.

The American educational system must now add to its historic preoccupation with national heritage an equally vigorous concern with our country's role in a revolutionary world if we are to prepare our students meaningfully for life in the next century. This does not imply any less concern with American history and contemporary institutions. Indeed, one may argue that to the degree that our national survival depends upon a realistic knowledge and understanding of other peoples and nations, this kind of emphasis in our schools is the highest form of Americanism.

Because professional educators bear a special responsibility to help prepare the present and future generations to cope with cultural complexity and to learn to work together in attacking major problems, a voluntary Utah consortium has been created to provide leadership in the field of International Education. This consortium, which is comprised of various educational agencies, programs, and institutions--both public and private--is committed to serve the cause of International Education in unique and unprecedented ways. A special intra-agency task force has also been appointed by State Superintendent Walter D. Talbot to complement the functions of the consortium on International Education. Participating members serve as a policy-making, coordinating body for the development and implementation of major projects in curriculum development, teacher training, research and field services, and graduate fellowships conceived to improve international understanding and cooperation.

It is anticipated that members of these international education committees will convene periodically to stimulate and facilitate cooperative programs; to review and evaluate ongoing projects; to identify potential human and financial resources; and to develop processes for the dissemination of new teaching/learning materials and methods. Members of these groups will also initiate and conduct seminars and workshops for the purposes of periodically reviewing and exchanging information about ongoing research in the field of international education, and for identifying and prioritizing program needs and objectives.

Although few curriculum developers in Utah have been explicitly or exclusively concerned with international education, a great many of the newly-developed and forthcoming social studies and humanities materials are relevant to the objectives of international education. The dissemination and use of such curriculum products as the slide-sound package, International Education in Utah Public Schools, and Focus on Man, Social Studies for Utah Schools, should serve to strengthen substantially the international dimension of the curriculum.

Utah teachers and curriculum developers are demonstrating a growing interest in cross-national and cross-cultural comparative studies of family systems, politics, economic systems, religions, societies, and cultures. They are seeking increased objectivity and more intellectual honesty in the methods of teaching young people about the United States, other nations, and international events and institutions. Increasing efforts are being made to provide materials that expose students to non-American perceptions and interpretations of American life and United States involvement in the world community.

These trends illustrate that progress is being made in improving international education in Utah schools; however, the adequacy of an educational program must be judged by the magnitude of society's needs as well as by records of past achievements. Much more can and should be done to enhance the quality of international education in Utah schools.

Above all else, the State Education Agency interested in exploring expanded opportunities in international education should approach them in a spirit of mutuality and a sense of humility recognizing that, in many aspects of human society, Americans do not yet have all the answers--as the social, economic and energy crisis now confronting our country should make abundantly clear to all.

Position Paper on International Education (Adopted August 10, 1973)

International Education is defined as the social experiences and learning processes through which individuals acquire and modify their images of the world and its people; International Education aims at developing an understanding and acceptance of others whose cultural heritage, values, perspectives, and personal environment are different.

The magnitude and rate of change in modern society have made International Education increasingly important. As nations have become more and more interdependent, a greater commonality of culture and history is emerging. There is an expanding volume of human interaction among a growing number of sovereign nations; an expanding network of multi-lateral organizations and associations; an increasing similarity in social behavior and institutions; a spreading commonality in technology, industrial and political organizations; and, a growing internationalization of basic social problems.

These emerging conditions require that citizens become more world-minded; they imply that the study of other cultures is essential if one is to know oneself and gain valid persepctive of one's own society. Because education bears a special responsibility to help prepare the present and future generations to cope with complexity and to learn to work together in attacking major problems, it is the position of the State Board of Education that:

1. International Education should permeate the total curriculum while preserving the American heritage.

2. International Education should be designed to increase the student's sensitivity to the needs and values of others.

3. Modern language and exchange programs should be expanded as a mechanism for increasing world understanding.

4. Teacher education programs should be modified to include vital components of International Education.

5. The concepts of International Education and a culturally pluralistic society are closely allied and should be coordinated for their reciprocal advantage.

6. The State Board of Education and staff should continue to participate in the cooperative identification and mobilization of innovative practices and resources in the field of International Education and should exercise aggressive leadership in implementation in the public schools of the state those promising new practices and instructional programs gleaned from cooperating nations throughout the world.

7. International Education programs should emphasize the active involvement of learners and the state agency staff should support such programs and devise instruments and procedures for measuring the impact of such programs on the knowledge and attitudes of Utah educators and students.

PANEL INTRODUCTION

by

Dr. Kenneth H. Hansen, Superintendent of Public Instruction
Nevada State Department of Education

It is quite obvious that the role of the State departments in the world community is somewhat circumscribed by the fact that we have not even been able to distinguish with any clarity the role of State departments within the States. There are those who feel that SEA's shouldn't even exist. And the issue is further complicated because what the State departments can do in the world community, concerned as they often are with a single State or a single nation, whether they are a State department or a ministry of education, is obviously limited when projected to the entire third planet from the sun. But there are things that can be done. There are things that are being done and it's both the possible and the actual which will be discussed by our panelists this morning.

RESURRECTING THE IDEA OF COMMUNITY

by

Dr. Martin Essex, Superintendent of Instruction
Ohio State Department of Education

If I were to make any comprehensive observations this morning in this learned group of persons committed to the concept of community education--after that beautiful film which gave life a positive character rather than showing the degradation and the erosion of our life patterns--I think I would put it in this context. If you're living in an industrial nation, in a service-type nation produced by a post-industrial period, in which many of us do reside, I suspect the big problem for community schools is mental; whereas, if you are living in the developing countries, the overriding problem is a physical one. Hence, as I see community education in our society at this time, I see it ministering to the gravest malady that we have--the malady of mental illness or the general mental unrest and anguish that occurs in a highly advanced society.

Because of the very nature of it, we have become the most anonymous society in all history, the lowliest society in the history of man. The television type of entertainment just doesn't even permit communication with the family which now breathes a certain loneliness. The youngster doesn't care to come home at Christmastime or Eastertime because he is off to a rock festival or down the east coast of Florida or what have you. The home has ceased to function in the same way that it did before because it has nothing in common in an economic way of producing things and operating in an agrarian society. So, we have reached the point in our society where it is imperative that we look at the schools broadly and recognize that they have a different function than they have had at any prior time.

I recall my first community education experiences while doing a study in the Philippines a good many years ago, a quarter of a century ago really. There they believed that the school must serve as the center to upgrade the community. They saw the school in a broad context, but many of us now see the school in a different context. The community as we knew it no longer exists.

What do we do? Do we try to change the nature of man so that he can adapt--and man is a very adaptable creature--so that he can adapt to this new kind of society in which there is no community of cross-sections, there is no place to loaf and relax? I am reminded of the inland back country of Greece. A few years ago I visited a Greek village for a day or more to look at their life pattern. They earned their living from growing olives in a very arid region. They came out of the mountains with an oil drum to bring some water down to the village. They put it on a little wagon pulled by a donkey, and a girl sat on top of that oil drum. Despite hardships, these people were basically a happy people. They weren't lonely.

In the late afternoon a spit was set up out in front of the little general store that had a porch in the front of it. There they prepared the lamb for the evening. Throughout the evening the men sat on the front porch of this little store, the only store in the village. They gathered in from all around to share their wine. I don't know where their women were. I suppose they were doing what women

ought to be doing in our chauvinist world. At any rate, the men were convivial in this way night after night. I can remember as a very small youngster growing up in one of those villages.

This idea of community has been replaced, but you can't change man, even though he is adaptable. It is now necessary to make the school a focal point to provide the kind of opportunity that will improve the mental health of America. We have already made strides forward in America. The federal government has assumed a leadership role by enacting the Community Education Act now in effect, even though the President, much to our surprise, recommended a relatively small appropriation of three and a half million dollars to initiate the program. We in America, in this Western Hemisphere, are moving toward a formalized, recognized, funded concept of the community school. And the school may well be the only community center around which you can bring people to replace the needs that have eluded us in the last decade or two and to upgrade our society to a level which we speak of as ideal but which is within our grasp. I am excited about the potential of community education in our nation, about sharing with the rest of the world's countries.

Departments of education will assume the key role in community education because the concept in America is a State education system. The federal government merely moves in when they think there is something awry in the national interest and they think that we are not doing what we should be doing within the States. Then the departments of education are given funding to assess the needs and to prepare for leadership in the field. There are now six states funded and 12 which have officers in community education within those departments. Half of the first three million dollars would go through departments of education to implement, encourage, motivate the concept of community education within our nation, very small but very significant. The other half of the first three million would go to local school districts and about $400,000, the remainder of the first three and a half million dollars, would go to the higher education institutions for the training and preparation of teachers. And if I see it accurately at all, keep in mind leadership must come out of the departments of education. Planning must come from there. Funding must come from there to induce matching or local funding. And then the departments must supply a basic philosophy, a philosophy that recognizes the broad needs of human beings and enables us to purge ourselves of the guilt complex that anything other than cognitive learning is evil. Let's look at the human being and what we need as human beings to attain the American dream of a better lifestyle.

THE INTERNATIONAL DIMENSION IN A UNITARY EDUCATION SYSTEM

by

Dr. Richard Bedggood, President
New Zealand Community Education Association

We are a unitary state, a single government, a single nation so we don't have the federal complications that Australia, Canada, and perhaps the U. S. do. We have a unitary government, a one-house government which simplifies things to some extent. We have one department for the nation, but we do have a decentralized department because we have regional centers which readily perform the functions of the department within the community. That means that in the three regions where our three centers or regional offices are, we can get things done a little bit more quickly than we did before--that is when we had the one national State government department.

Now, the government department is responsible for implementing policies which have been approved by the government, but although we have one department, one state, the department is still a very complex affair. It is a network of systems spread throughout the country with dozens of sections and specialized functions. It is a complicated machinery that puts into effect policies which have been decided by the government of the day.

What it achieves depends on its finance; that is, the specific sums of money made available by the education vote for specific purposes; the powers or constraints upon its powers which arise from statutes or regulations; and its effect on the people or the people it administers. So, it has really all those levels. The department is everything if you like to look at it in toto from administration of a school bus system to a multi-million dollar technical institute or university. So much for one, single department.

Although it is useful to see the department as a very complex piece of machinery for manufacturing the conditions under which educational change may take place, it is also a machine for clarifying alternatives, for sorting out priorities, for translating policies into practical systems and is essentially a department with national responsibilities concerned with national priorities and using national resources. It now has clearly defined international functions as well.

At present, our educational grant is a national one which covers the country on a per capita basis. Funding for special projects, such as international projects, are included in the vote each time a budget comes down. This restricts the department in what it can do in encouraging international contacts, international exchange, and various other things. Our education vote is approximately 5.5% of the NGP (National Gross Product) or 40% of government expenditure, and of that, a very small portion is set aside for external functions. But we do have one or two other departments, like External Affairs and External Aid Programs, or the Foreign Affairs Department, that have monies which are used across the field in international projects.

One office that does come under the State department, as you call it, is the UNESCO office which has a three-fold function. One is to disseminate information internally through the educational system. This information is gained from the United Nations and is disseminated in appropriate form, sometimes in teaching.

kits, or in units, and in publications within the state. The office creates a knowledge base from which to disseminate information on what is needed overseas, what can be done, what New Zealand in particular can do in regard to overseas education, education development, and so on. I think we have about 150 technical experts of various kinds in the field now--mainly in education, agriculture, and health. People who are experts in this field go out primarily on programs of community education and community development. These tend to be very, very grassroot projects. The UNESCO office also sends representatives to international conferences to keep in touch with what is going on overseas and to apprise us of new developments in education.

The department also disseminates information through its normal channels, through the teacher bodies: the NEI, as we call it, or the National Education Institute, and the PTA, or the Post-Primary Teacher Association. We have exchange systems working through those two bodies and with most of the countries around the world. Many of these are involved in educational programs of a community education nature. The teacher bodies are particularly involved with the State department in the exchange systems and programs.

The department also serves the general function in the national and the international field of encouraging and inspiring. We have offices that can do this and they have considerable international or overseas experience and can provide a sphere of information. We do this through our advisory system. These people who have been overseas themselves on projects, perhaps through United Nations agencies or on exchange programs, scholarships, fellowships, or what not, these people have now become facilitators or animators, whatever term you like, within our own community to inform our own people. They perform a reverse function in the international field through a very valuable, cross-fertilization process.

The department, although it is a State machinery, does not have a close, active function in community education. If it did, it wouldn't be community education. Of course, essentially community ed arises from the grassroots, rises from the needs of the people in the area. Our international financial aid program operates through our External Affairs Department as an important facet in the field of community development, community education around the world, particularly in developing countries. The State Department in External Affairs is now called the State Department of Foreign Affairs and is an important adjunct to the State Department of Education. They work very closely, and being single, unitary State Departments and governments, they work in the same area of Wellington, the capitol city, and are therefore close at hand to exchange information readily.

There are other departments or sub-section departments which are involved in technical assistance programs and in external aid of various types. Our State departments translate the monies that are appropriated to those departments into actual programs. A section of people who are experts in the fields make it possible to get funding and people into the appropriate places.

Then of course we perform other direct functions. Our universities for instance, are in a sense international institutions in themselves. We have a fairly free exchange of information and personnel among universities around the world, and our State department funds the universities. Although they are largely autonomous institutions, we control their funding. We have an advisory committee, a university grants committee, which advises the government of the day. Our State department does perform a very useful function here in that it allows maximum autonomy but does assist as far as possible with funding and with facilitations where necessary.

The university itself already does facilitate programs of various types, and of course, internally can provide degree programs. Many of the people who come to our universities from overseas are people who come from developing countries to study the degree programs, perhaps training in teaching, nursing, or dental clinics. The State department brings these people in through the technical assistance program and places them at the universities where the appropriate programs and people are. As we develop international education, we're going to see more of these activities. The university offers international post-doctoral exchange programs and fellowships to provide for an interchange in the international fields. The funding, however, and the facilitation come from the State department and in particular three State departments working together.

People often say that as far as community education is concerned, the State department has no function. Certainly community education is largely initiated and operated from the grassroots area, but many of the things we wish to do in that area have to be encouraged and facilitated from the State department. Recently, our Education Act has been changed. In fact, two amendments have just recently been put through Parliament which facilitate community education tremendously because they add a third dimension to our work. Community education is now funded automatically when a class is set up with a minimum role within a high school or community area, and this has added a new dimension for us. The willingness of the department and the government of the day to fund extra money for this educational purpose means extra money for the international programs as well. In fact, the external aid has been tripled.

To sum up, the function of the State department, as we see it, is largely facilitation through money, people, and ideas. We serve in identification of needs--where this money shall be spent, where people shall be sent, and in cross-pollination by using the advisory system internally and externally by sending people overseas to gain information and get experience, and by using them throughout the country to disseminate that information. Since I have been a teacher right through the elementary, post-primary teacher college, and university systems, I am probably one of those who is fairly optimistic, and who accepts the fact that the State department has valuable functions to perform, especially in the international field.

COOPERATION AMONG THE PROVINCES AND TERRITORIES OF CANADA

by

Dr. Shannon Hogan, Educational Officer
Curriculum Services Branch, Ministry of Education, Canada

There's not much I can say about the role and the function of State departments of education which hasn't been said already in terms of the kind of philosophy we all adopt, what we have to do, what we feel we must do. I can, however, tell you about our ministry (it's called that, by the way, rather than a department). As you are probably aware, we don't have any federal funding for education nor do we have any kind of federal government intervention in education. Each of our ten provinces and northwest territories has its own educational system. We think it's the best way for us to meet our educational needs. None of our systems is the same. There's no great degree of standardization, but we do try to arrange it so that people who transfer from one province to another aren't penalized and there is kind of a common core of learning and acceptance of the same sort of values in education. We do this by talking to each other as provincial ministries of education.

Obviously, then, the things I say really relate only to Ontario--the province which I am from and the ministry in which I work. We believe as a policy-setting body we have an obligation to interpret our policies, and to help others with the interpretation of them. The people we work with are the school boards of Ontario which are largely autonomous. Basically, our relations with them have to do with budgeting concerns and with implementation of policies within their systems. We have nine regional offices across the province fully staffed and we try to help the local boards through the regional offices.

I might digress here a minute because I think it is important to say why we have community education within our ministry of education. What we want to do most is to help educators look outside themselves and outside their systems, to use the total community as a classroom, as a learning resource, to use all the resources outside. We feel that in order to do that we really have to provide encouragement from the ministry of education for guidance and direction. Some of our educational ministries in the provinces relate to other ministries such as culture and recreation. While there are very good things done in other provinces by other ministries, we feel very strongly that the ministry of education in Ontario must provide the support to help educators go to their communities more, to interact more with their communities, to be responsive to local needs. So, our community education concerns are located within our ministry for that reason.

We also set general guidelines within which boards can work. They establish perimeters and we expect the boards at the local levels to work out their own specific curricula to meet those guidelines. In fact, we hope to see the day come when each school will develop its own curriculum. In many cases, this is happening, but of course these things take time. We also try to provide training opportunities, if they are not being provided by others. Or we work in consultation with and in cooperation with others in providing these opportunities for in-service training or pre-service training for teachers also. Right now we think it is very important, in terms of community education, to provide a great deal of opportunity for educators to learn. We believe that in the past we haven't created enough

opportunities for educators to learn very successfully with non-educators in setting mutual goals and evaluating the processes to achieve those mutual goals.

We're trying to make up for lost time. We're trying to sort out the new priorities. We realize there is a lot to be done and while we try to start in small ways, we hope they are effective ones. It would seem to me, too, that as a government we really can't encourage school boards and educators to do things that we don't do. When we talk coordination and cooperation in the community, it is important that we reflect that too.

We are in the social development policy field of the Ontario government. Our sister ministries within that field are the ministries of colleges and universities, the house, community and social services. I think you can see how much of what we do is interrelated. In fact, there is quite a bit of overlap. We think it is important that we keep in touch, that we exchange ideas, that we act cooperatively before we talk to people out there so to speak and encourage them to do the same. We're looking very hard at how we do this. We try to provide the most general guidelines. We expect a lot from our individual boards of education, and we try to help them in whatever ways we can which is probably the best any of us can do. We are interested in sharing ideas with you, and I hope that you will feel free to ask me questions or to write to me later and exchange information.

THE DISTINCTIVE ENVIRONMENT OF AN ELECTED STATE SUPERINTENDENT

by

Dr. Frank Brouillet, Superintendent of Public Instruction
Olympia, Washington

As Ken Hansen identified, I was in the State legislature, and I'm also an elected State superintendent. So, I thought that I would take a little different stance today since among the chief State school officers, there is a small band of us who are elected, and I think it colors some of the things we do and the programs we develop.

In the United States, as you know, there are 50 State superintendents; 33 are appointed to their positions, mostly by boards of education, a very few by governors. The other 17 of us are elected at popular elections. Being elected affects the kinds of things a State superintendent does. For example, I'm quite sure I never could have been appointed to the job. In the election process I spent $150,000 around the state telling everybody why they should vote for me, all the good programs I was for, all the things that were going to happen, how the state was going to move ahead.

I'm not sure Ken did that. First of all, he came out of the State of Washington; Nevada hired him out of the State of Washington. I would guess, except for the professionals in the State, there weren't a hundred people that could really identify the kinds of programs he was interested in pursuing. I use Ken as an example for the same reason I use Martin Essex: because we have this running commentary and discussion about which is the best way to select a superintendent.

I went through the doctoral program and I learned a long time ago that the best way to secure professors was to appoint them. However, since my election I've had a sudden change of philosophy. Unlike an appointed official, I feel that I am personally responsible to the citizens. I campaigned around the State; I met groups of every color, combination, and philosophical persuasion. I learned an awful lot about education--much more than I wanted to know about some subjects, in fact. But that experience did influence the kinds of programs that I developed.

I learned quickly that there were about three key issues in Washington: one was should we bus kids? We bus very few in the State of Washington, but it's a big issue, an emotional issue; two, we're not doing enough in vocational education; and three, we need to use the schools more. They should be open all night, all day, all hours, and we should involve the citizens more.

I disregard the first issue because I was on the wrong side of it most of the time for all the citizens. I found that I could have taken the second and third issues and campaigned entirely upon them and been elected. They didn't care if I had a curriculum specialist on social studies. They didn't care if we were doing other things. The key elements they were concerned about was utilization of buildings and involvement of people.

I must say that I look upon community education, the community school movement, as really part of a bigger trend or thrust in American education--citizen participation, citizen involvement. I would be distorting the matter if I were to say that we didn't know there were some problems about the credibility of our

institutions. Education happens to be one of them. Well, in the State of Washington one of the things we're trying to do is meet this trend and develop community schools as a partial response.

Last night, Brian talked about the small island and how we send those kids out to the island and pull up the drawbridge, and then we send them back into the big world. Well, there's no question that the schools in our state and in most states have those closed, tight little islands. Participation is critical if we're going to remove this barrier and involve people. So one of the things we're heavily committed to in our community school programs is volunteers. Ninety percent of the people who teach those classes are unpaid volunteers. For our population we've probably got the largest number of people involved in community education in the United States. Ours is one of the largest programs. The State agency cooperates with the regional center down at the University of Oregon. We have made some kind of progress, but I again think that I would be more aware of this than my appointed colleagues. I do not say they would not be aware of these things, but I do think that we each respond somewhat differently because of the environments in which we work.

Concerning the international implication of community education, I have always felt that before you get involved in international problems, you first have to get involved in your own problems and get them straightened out. One of the things we have done is to organize a department to take care of these problems. We've tried to provide some leadership to local districts.

Sometime I'm going to write a mythology about education--great myths by which we live. One myth is that State departments have a lot of power and control over local education. I don't know about your State, but in our State, people think we have this power, and we don't. We have a highly decentralized nation, and we have a highly decentralized State. I recently explained our structure to a group of businessmen in Washington. They kept shaking their heads and saying, "That isn't the way it is supposed to work." Well, that is the way we work in American education. There is no question but that we do have influence, we have prestige, and certainly we can translate these into a certain kind of power. Our main source of power is influencing people to do things. Once we get our own organization going, the next thing we need to do is to expand those horizons because the same trends in different ways are also apparent around the world.

A very important aspect of our programs in the Northwest has been our work with the Northwest Regional Laboratory. The chief State school officers of the Northwest meet at the lab every month and because the Northwest Lab serves specific countries, we occasionally have with us the people from Samoa, the people from Guam, and those from the trust territories. We are involved in programs with them. We haven't yet talked much about community education, but hopefully this will be the kind of direction we will move in during the years ahead.

We are also starting to develop some more relationships with the people to the north. We happen to be privileged to share a border with another country--British Columbia. In May our two boards are going to meet with their Minister of Education to develop some cooperative programs. This is another way in which we can develop programs within a larger perspective, and this is certainly what we all want to do.

INTERNATIONAL EDUCATION IN USOE

by

Dr. William H. Martin, Senior Program Advisor
Institutional Development and International Education
U. S. Office of Education

A Unified World View

The astronauts, when they looked down on the world, saw with vivid clarity that the world is not fragmented, but unified. That view is quite relevant to this whole matter of world education, international education--community education for that matter--because in a sense we are all of one type, we are all of one kind. We merge one into the other. What happens in one part of the world affects vitally what happens in another part of the world and the impact of what happens in London, for example, immediately extends here. One amusing incident illustrates this fact. In 1958, as I was walking in London, I passed a woman in a mini-skirt. That was the first time that I had ever seen a mini-skirt, but six or seven months later they were in Africa, in the U. S., they were everywhere. This single incident demonstrates that the world is not fragmented; the world is unified.

USOE, Division of International Education

The Division of International Education in the U. S. Office of Education, which I represent here, is responsible for administering programs which seek to give an international dimension to all education in our country, from the kindergarten classroom to the loftiest tower of the university. We have several programs, some of which have benefited you. For example, not too long ago Dr. Robert Leestma took chief state school officers from Utah, Kentucky, Ohio, and New Mexico to Russia. Two years ago, he took a larger number of chief state school officers to India to investigate what was happening there, and to get some insight into the culture.

Group Projects Abroad

We have done some other very interesting things. One of the most interesting is the one we call Group Projects Abroad. Under the aegis of a community organization, college, university, or large school system, we send to foreign countries advanced undergraduates in colleges and universities and teachers, both in-service and pre-service. These people accomplish several ends, but primary among them is the development of instructional materials which ultimately come back into the classrooms of the schools through the teachers in the group.

For example, Texas Southern University, which is predominantly Black, took to West Africa a multi-racial group to study the culture of Ghana, Sierra Leone, and Nigeria. They spent eight weeks in those three countries. Before their trip they read about these areas and talked to African Nationals. While they were there, they did field work and collected information for curriculum materials. When they returned to the U. S., they continued working, and the materials they prepared now have gone into the curriculum.

We have large programs of that type in India and in Egypt. We also have several programs in West Africa, Poland, and Yugoslavia. All of these programs, with the exception of the African programs, are sponsored by what we call counterpart or soft currency funds. After the last World War, many countries had economic problems. The U. S. sold commodities to these countries, and the soft currency payments were deposited in the banks of countries like Egypt, India, and so forth. We still have so much money in India that we can't spend the interest on it. These PI-480 funds, as they are called, are used to support Group Projects Abroad.

Other Projects

In addition to these group projects, we send abroad doctoral students who want to do field work for a doctoral dissertation. We send college professors who want to update their materials in their fields of specialization. In addition to that we have other phases of the program such as sponsoring language training in our colleges and universities. We also help colleges and universities to introduce an international dimension in their general education curricula.

All of these programs are designed to help us understand more fully the nature of a culture other than our own. We feel that if we restrict our knowledge to our own culture, we are sticking our heads in the sand like an ostrich. We feel that by going to another culture, we can see them as they are, we can empathize with them, we can enter enthusiastically into their problems, we can learn how they produce goods and services, we can learn something about how they play, something of family life, something of economic status. All of these kinds of things are very useful in trying to learn something about cultures other than our own.

The Far East and the Third World Focus

The Office of Education cooperates with the International Center in Hawaii. We also have a committee which assists in the cultural exchange with Japan. We're very much interested in learning about the cultures of these countries in the Far East as well as in what we call the Third World. American universities are really devoid of anything resembling a program to give us any insight into the non-West. This, of course, is the focus of the international education office: to increase our knowledge about countries other than Spain, Italy, France, and notably Great Britain.

COMMUNITY EDUCATION: INITIAL EFFORTS IN ARIZONA

by

Dr. Beverly Wheeler, Director
Research Coordinating Unit, Phoenix, Arizona

As far as this conference is concerned, those of us from Arizona come wearing the hats of both learners and teachers.

Arizona is doing some things in community education, but I do not believe we are ready to go international yet. We do have several "sister cities" and, like Texas, would probably go into Mexico for any international efforts in community education. Before that happens, however, we have a lot to do in Arizona.

Arizona has one program that addresses interstate community education. Some of you may know about the Southwest Regional Center for Community School Development located at Arizona State University in Tempe. This Mott Foundation funded project serves Colorado and New Mexico as well as Arizona. The purpose of the project is to act as a facilitator in initiating community school programs and to provide training for administrators, community school directors, and community education teachers. The project is also a dissemination center for community education materials.

There are a number of school districts in the state with a wide variety of on-going community education programs, all of which try to provide classes to meet the special interests of their total communities. Many of these programs cooperate with other agencies such as the parks and recreation departments. There are some attempts in a few communities to provide health services and forums on community problems.

The Arizona State Department of Education wholeheartedly supports the leadership/service role of state departments of education. We know that better utilization of the human, fiscal, and material resources within the communities in the state is necessary. We are, therefore, investigating alternatives for the State Department in addressing its role and functions with respect to community education.

THE NEED FOR DEVISING A STRATEGY FOR COMMUNITY EDUCATION

by

Dr. Ted Saunders
State Department of Education, New Mexico

Specifically, the topic of community education deals with the role of the State Education Agency in terms of the world, but I would suppose that our real world in New Mexico is restricted primarily to the natural borders of the State. Presently we have no SEA project to extend us beyond those confines.

I was impressed by Dr. Talbot's description of the way the State of Utah has devised a strategy for communication. Even more important than the community education issue is the identification of those areas of critical concern to the State by the State board and the development of some type of a strategy to deal with those particular concerns.

This has been a real problem in our State. We've had very fragmented efforts. In fact, oftentimes our State education agency might be likened unto an individual trying to mount a group of horses which gallop off in different directions. We have had a difficult time in articulating and defining common missions for our department and then developing some kind of coordination or management strategy by which we can take all the horses in the department in the same direction. We are going to have to be careful to place community education in its proper perspective in the total education structure of the State so that the long-range impact of what we do is most beneficial to the students in our State.

This morning I tried to put together some reactions to Dr. Talbot's speech. How might one go about defining some kind of strategy to determine what the role of community education is in our State? It has never been defined. It has never been discussed by our State board of education. We have no position. I would assume that this and other issues ought to be identified through some kind of needs assessment. Some of our speakers dealt with the topic of identifying those needs which extend beyond just wants and desires of the people, to the actual verifiable needs of the population of our States and then having our boards establish some priorities as a matter of policy. I do not know where community education might fall in that kind of assessment in our State.

I also liked Dr. Talbot's notion of identifying alternatives within public education for local education agencies to select from and establishing a diffusion strategy. I like the term "diffusion." The way the mini-skirt fad spread, for example--that's the kind of activity we would like to see. Our change strategies often do not have that kind of effect. We need to organize our State level management into a diffusion strategy that might really have this kind of visible effect on our school population. The State of Utah is much ahead of us down this particular road.

IMPLEMENTING THE UTAH STATE DEPARTMENT OF EDUCATION POSITION ON COMMUNITY/INTERNATIONAL EDUCATION

by

Dr. Don Richards
State Department of Education, Utah

In my role as a director of a planning and evaluation unit, I have perhaps a little different perspective from that of some of you who have worked directly in community education or international education. There is a serious weakness in our community education/international education thrust in Utah, one that we've had called to our attention in the department, and one that I hope will be rectified in the near future. We have taken a position on the critical issues, but we do not have an effective means as yet to implement that position.

The processes that these positions go through in finally being accepted by the board are based on needs assessment efforts and a relook annually to add to or delete from, to refine or modify, the existing list of State priority problems. We try to focus our discretionary resources and also some of our primary programs' thrust upon them. But, having taken a position and saying that something is an important need or a priority problem in a State's educational system is only the first step it seems to me. The next step is to implement our position, and we have not yet done this adequately; so I've challenged our community education leaders and international education task force in Utah to design a plan for advancing the community education concept and the international education concept in the State, both at the State level and at the district level.

At the State level, the school districts are the clients that we serve. As State education staff members we work with districts, and the districts in turn work with youth and adults. Recently our State legislature passed a bill to remove the upper age limit of free public education. It used to be 30 in Utah, and now it is unlimited. In other words, Utah citizens can participate in free public education until the day that they die. We feel this is a major breakthrough. The districts serve these clients, both youths and adults, and the districts are in turn our clients.

And so, it seems to me as State leaders we need to be addressing some questions like these: how will we identify individual and community needs so that we will have the foundation from which all community education or international education programs emerge? We can define this as a priority at the State level. Now, how do we assist local level people that have also identified this as a priority to focus in on the specific needs? And, how do we define objectives related to the individual and community needs? How do we generate activities that will lead to the attainment of these objectives? In other words, deciding who is going to do what using which resources and when. How do we judge the effectiveness of our efforts to advance the community education concept or the international education concept?

In brief, I'm saying it is important that we take a position based on a needs assessment, or many needs assessments, and determine whether this is a priority problem, whether it is something we want to make an impact on, a measurable impact on, in the near future. Then, we need to go the extra step of designing a plan for implementing these important concepts. Until we take this second step,

I think we are going to continue to stumble and make less than satisfactory progress. Our efforts should be directed at identifying people who need assistance, determining the needs of these people, and then going about the business of building programs to meet these needs. And, I think these three things need to be done on the people's terms, on the terms of those needing the service, and not on our terms as educators.

THE IMPORTANCE OF THE GRASS ROOTS LEVEL IN COMMUNITY EDUCATION

by

Mr. John Madson
Nevada State Department of Education

Nevada probably has as much international/community education going on in it as just about any other State. Now, with Joan Kenney on the National Advisory Council for Community Education, we are striving further ahead.

A real problem, not only in the State of Nevada, but also elsewhere is that we find a lot of educators and a lot of people in the state departments of education or in the U. S. Office of Education presenting many ideas and concepts about community education, but as of yet, I have run into very few people down on the community level who are being informed of it. A group of select people is doing a lot of discussing, but fail to go down to the community level to work with those people, asking for their comments and questions, asking about their problems, and then starting the programs here. I believe we are missing the boat by not working with these people more closely than we have.

Community education, especially in the vocational areas, is not really new, but the term used to describe it is new. We have had adult education programs for many years in vocational education. This is a carryover which we ought to use to institute programs by working with those people that have created the programs to begin with. We need to go down to the grassroots level and bring those people up to the State levels or into community action programs. Let them work with us. Let them tell us some of the problems that they are facing. Let them give us their ideas about the problems they would like to alleviate and some of the programs that they would like to establish.

THE TEXAS APPROACH TO COMMUNITY EDUCATION

by

Dr. Walter Howard
State Department of Education, Texas

Texas has a long border with Mexico, and I suppose that when we have talked about international education in our State, we have almost always looked to the south in direction.

We have done the same things, of course, as you have done--in terms of exchange programs where people from the staff have gone into some of the South American countries and spent a good deal of time bringing back artifacts and cultural memorabilia to share with teachers, to make slides out of, and these kinds of things. Every year we have quite a long list of good neighbor scholarships which the State pays for to enable students of South American countries to come to State-supported institutions in the State. We think these help us to understand each other better.

We have not done as much in terms of other nations, although we did house for a year a consultant from Czechoslovakia who worked with the Czeck population in our State, which is larger than I had imagined it to be. We also had a German consultant who spent some time with us, and we returned the favor by sending one of our foreign language specialists over there. These experiences can only be helpful, it seems to me, and probably should be done more systematically than we have been able to do it; but problems of funding always enter into that. In any case, we've had international education going on in these ways for some time.

We have not married international education to community education. We have community ed going on in another way. Very early, when we were trying to reach an agreement as to what the board meant by community education, we appointed a task force which was representative of the major divisions of the agency. It ironed out internally any debate we might have between the adult education people and the community education people. I think we might do well to come to grips with that issue here and not waste our energies arguing over whose turf it is, but see if we can't enlist the aid and support of the people in community education. In our agency, the task force recommended that the responsibility for community ed be placed in the Division of Adult and Continuing Education. That title reflects our concern that it be viewed as a continuing kind of community involvement.

We use position papers in our agency to gain agreement among the 800 plus staff members. Ours is a large bureaucracy, but when it is that large, you do need some means of ironing out differences of opinion. We use position papers for that purpose to gain some consensus of what we meant. We published one in April, 1972, on community education. Now the position paper doesn't carry any force behind it other than whatever prestige or importance the board as a 24-member elected group can give to it, but when we send this to all the 1,100 plus districts and the 20 regional service centers, they generally pay attention to it and try to incorporate the concepts in their planning and in their program implementation. We do our best to encourage that by adding dollars when dollars are available.

It seems to me that one thing we've done in education, all of us--since 1965, at least--is the community involvement business, some of which has been required by

legislation and some of which we have done because we were interested in doing it. In some communities it has been a fiasco, and in some communities it has worked very well. We probably should learn more about what people really want to have offered them rather than giving them something which we in our offices think would be good for them.

We see the State department and the service center complex in our State, as big as it is, as a delivery system for sharing innovative ideas. With the 20 regional service centers, any district is within a short driving distance of some help. We can work together better in that way. We've had some other activities, some of which you have heard about. Texas A&M University has worked with community education using a combination of funds. They are working with school districts in the local setting to try and get some things going.

To help give you the flavor of the Texas approach to community education, I will read to you the last couple of paragraphs from our statement:

> *In order that this most basic concept of the community school service can achieve its fullest potential and in the interest of committing the public education system of Texas to a full partnership with other units of state and local government and the citizens we serve, we the State board of education reaffirm the traditional role of the public school as community centers for people of all ages. We challenge the administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of a total range of educational, social, and recreational services and activities appropriate to the needs of the community and the resources of our society.*
>
> *The Commissioner of Education is directed to provide leadership, encouragement, and such assistance as is possible in support of this recommitment and thrust.*

We, too, have a long way to go obviously, but some steps have been made, and I think discussions such as these are helpful in exploring some ideas and in reviewing some of the things we have done. We have enjoyed that opportunity as a group of people from Texas.

RESISTANCE TO COMMUNITY EDUCATION CONCEPT IN OKLAHOMA

by

Dr. Charles Sandman
State Department of Education, Oklahoma

Community education is a concept, not a process, and I think that's the key to where we are in the States. In Oklahoma, if we start talking adult basic education or adult education or vocational education to some of our superintendents, the first thing they will say is, "We don't have enough money. We are not really meeting the needs of our children, and according to the law we must meet those needs to the maximum first." So, one of our problems is trying to reach administrators with the concept that community education should be for all the citizens. If we once do this, then I think implementation will be fairly easy.

Through Title III, we have what I would call a rural community ed project. It is proving our theory that the farmers, all the people in those small rural communities, need this type of educational program more than or as much as the urban areas. The urban areas have a junior college that meets their needs, but the small communities do not.

In Oklahoma, developing community education is going to be slow. The needs assessment at that local level is the key to success. Each community is going to have to assess its own needs. I don't think that we can do the needs assessment on a Statewide basis. This is exactly the process we went through in our State. We had local meetings, made local surveys, and we let them decide what they would take. I'm not sure that a State needs assessment would have helped much.

Community ed, as Dr. Talbot said, is not field-based, but community-based. It will take time to implement because many of our administrators are not ready to accept it in their schools. I'm not being critical of the administrators. They have not yet reconciled themselves to the concept of community ed, to the concept of trying to serve the educational needs of all the people. Time, I think, will alter their sentiments.

EVALUATION

SECOND INTERNATIONAL COMMUNITY EDUCATION CONFERENCE
APRIL 1, 2, 3, 1975
LAS CRUCES, NEW MEXICO; EL PASO, TEXAS; JUAREZ, MEXICO

At a meeting in Denver, Colorado on February 5, 1975, the Planning Committee for the Regional Interstate Planning Project determined that they would join New Mexico State University at Las Cruces in sponsoring the Second International Conference on Community Education. This decision was based upon information presented by Dr. Obadiah Harris, Executive Director of the International Association of Community Educators, regarding the conference objectives and activities. This judgment was in fact the first evaluation by the RIPP Planning Committee of the El Paso Conference.

The actual evaluation of the conference was carried out by staff members from the New Mexico Department of Education who informally solicited opinions from those participants whose attendance was sponsored by the Regional Interstate Planning Project. The questions focused upon the degree to which the conference activities were meeting the conference objectives developed by Ed Steinbrecher, Deputy Commissioner of Education, Colorado Department of Education. These interviews were conducted at various points in time during the conference without any indication to the interviewee that the discussion was related to measuring the impact of the conference.

The responses were summarized across objectives as follows:

OBJECTIVE 1:

To develop an awareness of the current status of international education. (Sample 7)

Five individuals responded that the presentations regarding international education tended to "cloud" the issues. Two individuals indicated that they were unable to determine a relationship between community education and international education.

Two individuals indicated that they were unaware of the current status of international education; however, both indicated favorable feelings toward the Utah Position Statement on International Education.

OBJECTIVE 2:

To develop an understanding of the goals for the International Community Education movement. (Sample 3)

All individuals indicated an awareness of the goals of the International Association of Community Education, as articulated in the position paper reproduced in the conference program.

OBJECTIVE 3:

To investigate the roles of participants in the International Community Education movement. (Sample 11)

All respondents indicated that the interaction with other conference participants was probably the most beneficial aspect of the conference.

OBJECTIVE 4:

To place into context the implications of the International Community Education movement for the public schools of the states within the region. (Sample 5)

All respondents indicated that they did not have enough information at the time of the interview to make a realistic determination regarding the implications of the International Community Education movement.

Four individuals indicated that they could see implications for community education in the public schools in their state.